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Assessment, Grading and Reporting Manual

2019-2020

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ASSESSMENT

Overall Philosophy about Assessment

The designing of assessments is an integral part of the overall curriculum design process. Assessment is an ongoing process aimed at understanding and improving student learning. It involves making expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing and interpreting evidence to determine how well performance matches expectations and results and using the resulting information to document, explain and improve performance.

At ECA, we endorse following the eight Big Ideas about assessment (Damian Cooper, 2007):

1. Assessment serves different purposes at different times: it may be used to find out what students already know and can do; it may be used to help students improve their learning; or it may be used to let students and their parents know how much they have learned within a prescribed period of time.
2. Assessment must be planned and purposeful.
3. Assessment must be balanced including oral, performance, multi-modal, digital and written tasks, and be flexible in order to improve learning for all students.
4. Assessment and instruction are inseparable because effective assessment informs learning.
5. For assessment to be helpful to students, it must inform them in words, not just provide numerical scores or a letter grade. Guidance must be provided as to what they need to do next in order to improve.
6. Assessment is a collaborative process that is most effective when it involves self, peer, and teacher assessment.
7. Performance standards are an essential component of effective assessment.
8. Grading and reporting student achievement is a caring, sensitive process that requires teachers' professional judgment.

Assessment Planning: The UBD Process

Philosophy about Assessment: The Starting Point of Planning

Units of study are developed around the principles of *Understanding by Design* (Wiggins and McTighe) and include enduring understandings, essential questions and assessments that are aligned to the ECA standards and benchmarks. By identifying the desired results for a unit of study as the first step in the process of unit design, teachers know that the unit will be aligned to the identified standards and benchmarks for the particular course. Enduring understandings and essential questions are created to focus the learning and achieve the desired results. Once the results are identified, an appropriate assessment is created to gather evidence that the targeted learning has been met. Finally, teaching and learning activities are crafted to lead students to the enduring understandings and the desired results. We believe that this “backwards” planning model promotes quality instruction, and facilitates quality learning for our students.

Assessment Planning Expectations

1. Prepare major assessments before you begin each unit including major assessment criteria and exemplars of work.
2. All major assessments need to use criterion-referenced marking instruments which clearly outline the difference between each level.
3. Assessments are varied in form to address different learning styles and support a range of skill development.
4. Students and parents have access to assessment dates, clearly defined assessment criteria, and exemplar models at the start of the assessment process.
5. The use of a preliminary assessment (pre-testing) is required. It is expected that this assessment will provide evidence of the student’s baseline knowledge and subsequent learning.
6. The use of formative or ongoing assessments are part of daily instructional practices. These assessments are designed to provide important data for the student and teacher about the learning process.
7. The main purpose for formative assessment is provide students with opportunities to take action in order to improve their learning. The use at least one summative assessment per unit.
8. Summative assessments require higher order thinking (applications, synthesis, evaluation) and, whenever possible, are contextual.

9. Students are regularly provided an opportunity to self assess and reflect on their learning. Student self assessment and reflection is part of every unit of study.

Assessment Methods

Teachers are expected to align their assessments with standards and the variety of learning data needed to assess the learning in their classes. They are expected to give diagnostic assessments to determine what students know. A balanced assessment system requires assessments for learning (formative assessment) and assessments of learning (summative assessments).

Assessment for Planning (Diagnostic)

Diagnostic assessment is used to identify a student's needs and abilities and the student's readiness to acquire the knowledge and skills outlined in the curriculum expectations. Information from diagnostic assessment helps teachers determine where individual students are in their acquisition of knowledge and skills, so that instruction can be personalized and tailored to provide the appropriate next steps for learning.

Assessment for Learning (Formative)

Assessment for learning (formative) happens while learning is underway. It can be simplified as "practice" towards achievement of a skill/concept (learning outcome/standard). It does not need to be assigned a grade but rather the focus is on recording progress using descriptors with accompanying specific feedback. They are conducted frequently throughout teaching and learning to diagnose student needs, and results are used to plan next steps in instruction. They provide students with frequent feedback that is used to improve the quality of their work and help students set goals and have greater ownership in their learning.

Assessment for learning is a process of developing and supporting metacognition for students. It focuses on the role of the student as the critical connector between assessment and learning. When students are active, engaged, and critical assessors, they make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand.

Summative Assessments: Levels of achievement at a fixed point in time

Assessments of learning (summative) happen after a period of instruction to determine what learning occurred. They are conducted periodically, and information is used to evaluate student progress, and communicate the attainment of a learning outcome at the end of a learning period. Summative assessments are always preceded by in-class instruction, student practice, and formative feedback. Summative assessments are varied throughout the year with examples such as end of course tests, end of unit performance project, a learning exhibition, visual display, or a dramatic or musical performance.

We also use external assessments that are evaluated outside of our school, such as the IB Diploma exams, PSAT and MAP adaptive tests.

Assessments: Quality Expectations

Accurate and meaningful grades rely on quality teaching and assessment. **One can not assess the skill or knowledge unless it has been taught in class and feedback has been provided.** Teachers must ensure that every assessment that is used to determine grades is a quality assessment. Quality assessments have the following five attributes:

1. Clear Targets
Teachers must have a clear understanding of both what is to be learned (the learning outcomes) and how well students are expected to demonstrate their learning (the performance criteria). These need to be communicated in understandable ways to students early in the learning process.
2. Clear Purpose
The purpose (for, as, and of learning) of every assessment must be clear and must be communicated to students.
3. Appropriate Target-Method Match
This involves choosing the “right” assessment for the learning outcome(s) being assessed. For example, when assessing knowledge-level outcomes, selected response methods are both efficient and effective, but to assess skills or the application of knowledge, some method of performance assessment should be used. Primarily rote memorization assessments should be avoided. Asking the question; could this assessment be used in an open book setting? If the answer is no, there is likely too much emphasis on rote memorization.

4. Appropriate Sampling

A critical principle is that decisions should never be made on the basis of one assessment. There must be enough evidence, both in quantity and variety, for teachers to provide the feedback students need and to make the judgements they need to make (i.e., determine grades). Teachers will have sufficient evidence when they are confident that one additional piece of evidence would simply confirm what they already know.

Sampling also involves drawing from a variety of assessment approaches. Assessment evidence should also be gathered by observations and conversations with students during the learning process, as well as from work samples and other products of learning.

5. Avoidance of Bias and Distortion

A number of variables can cause assessment results to be distorted. There may be concerns about student-specific issues (e.g., low reading skill, physical health, emotional setback), disturbances in the assessment setting (e.g., noise, lighting, temperature), and concerns with the assessment itself (e.g., clarity of wording of directions and questions, time available to complete). Teachers must be conscious of all the factors that can interfere with quality assessment, and attempt to avoid or mitigate them. If that is not possible, an alternative assessment opportunity should be provided.

For more information, please refer to the sections on differentiated learning, modification, and accommodations in the ECA Secondary School Student Support Manual.

GRADING

The Purpose of Assessment

The main purpose of any assessment is to allow students, teachers and administrators to reflect on student learning in order to set or maintain a direction that will promote student progress.

Teachers are expected to use assessment results to:

1. Provide regular and frequent feedback to students to improve their performance
2. Determine student's prior knowledge and skill level, strengths and weaknesses and differentiate instruction to match student needs
3. Determine which students require additional support or extension
4. Provide specific evidence to inform recordkeeping and reporting

Students are expected to use assessment results to:

1. Receive feedback about their level of skill and knowledge and help set goals
2. Inform themselves about next steps in their learning
3. Develop the critical faculties to recognize quality work
4. Develop positive and realistic appreciation of their abilities and progress

Parents are expected to use assessment results to:

1. Understand the purpose of various assessments
2. Understand their child's strengths, areas for growth and short-term goals
3. Recognize the performance of their child with grade level expectations
4. Understand evidence of their child's learning across disciplines

Administrators are expected to use assessment results to:

1. Collect data over time to examine trends within subjects and across grades
2. Evaluate current programs, consider the introduction of new programs, discontinue or deemphasize practices that are no longer productive or have proven ineffective
3. Plan for future professional development to build increased knowledge of effective practices and strengthen teaching repertoire
4. Compare the performance of students with those in other comparable schools

Grading Terminology

Common Assessments

Assessments that are administered by more than one teacher to multiple students groupings.

Criterion-referenced assessments

An assessment designed to provide a measure of performance that is interpretable in terms of a clearly defined and delimited domain of learning tasks.

Mark Scheme

A mark scheme is published as an aid to teachers and students, to indicate the requirements of the assessment. It establishes set of parameters for scoring or rating students' performance on specific tasks.

Good mark schemes consist of a fixed measurement scale, a set of clear criteria, performance indicators for each criterion at each point on the scale, and sample responses that illustrate various levels of performance.

Models/Anchors

Samples of student work that clarify for the student what is required to be at to meet various levels of the assessed criteria.

Moderation

Assessment moderation is a quality assurance process that ensures appropriate standards. It is a process for increasingly the probability that grades are awarded appropriately and consistently. It involves checking and reviewing mark schemes and the assessor judgments as well as cross-checking judgements across multiple examiners.

Process of Grading

1. Assessments and corresponding mark schemes are required to be developed in grade or subject teams. Summative assessments should be common assessments.
2. Students are provided access and instruction regarding the grading criteria. This step should also include access to models/exemplars.
3. Assessments and corresponding rubrics are required to be submitted to the divisional principal OR designated party prior to the start of any unit.
4. Target completion date of the assessment must be communicated to students, parents, and administrators in designated areas (Schoology, assessment calendars, Google Drive).
5. Peer moderation of summative assessments should occur within all subject/grade teams.

Grading Methodology

Teachers will measure student learning by using criterion-referenced assessments.

With criterion-referenced assessments, a student's performance is measured against a fixed set of predetermined criteria or learning standards. The criteria is explained with concise, written descriptions of what students are expected to know and be able to do at a specific stage. Criterion-referenced assessment and grading require teachers, students, and parents to think differently about reporting symbols and what they communicate about achievement. Criterion-referenced assessment focuses on outcomes that describe what students are expected to know and be able to do at the end of a given unit and/ or grade level.

Use of Percentages

By definition, criterion assessment does not include the use of percentages when grading. While a particular mark band in a criterion assessment may be converted into a percentage grade; the opposite does not occur.

Positive Grading

Teachers are expected to grade by trying to determine what the student knows or is capable of doing rather than what they are not.

REPORTING

Assessment and communication are part of the same process, with assessment arising from and leading naturally to communication. The root of the word “assessment” is from the Latin *assidere*, which means to sit beside. As teachers and students sit and work together, communication about the ongoing learning and thinking naturally occurs.

Habits and Attitudes toward Learning (HATLs)

In the Middle School and High School, we provide feedback in two areas; the students approach to learning and their performance against standards-based criteria. Both sets of information are equally important. By separating HATLs from academic performance reporting, we wish to communicate the high value we place on learning habits and at the same time increase clarity on students learning performance compared to learning habits.

To communicate these values, Habits and Attitudes toward Learning are featured predominantly on all ECA MS / HS report cards and are reported on in all assigned classes.

Habits and Attitudes toward Learning (HATLs) Descriptors:

- **Communication**
 - Communication: Exchanging thoughts, messages and information effectively through interaction.
- **Social**
 - Collaboration: Working effectively with others.
- **Self Management**
 - Organization: Managing time and tasks effectively.

- Affective: Managing state of mind.
- Reflection: (Re-)considering what has been learned; choosing and using ATL skills.
- **Research**
 - Information Literacy: Finding, interpreting, judging and creating information.
 - Media Literacy: Interacting with media to use and create ideas and information.
- **Thinking**
 - Critical Thinking: Analyzing and evaluating issues and ideas.
 - Creativity and Innovation: The skills of invention – developing things and ideas that never existed before.
 - Transfer: Utilising skills and knowledge in multiple context.

Habits and Attitudes toward Learning Proficiency Level Descriptors

EC - Exemplary/Consistently: Exceeding expectations by consistently acting as a **role model** for this habit/value

PU - Proficient/Usually: Meeting expectations by consistently exhibiting this habit/value **independently**.

DS - Developing/Sometimes: Approaching expectations by **exhibiting** this habit/value after being asked or reminded.

ER - Emerging/Rarely: Not meeting expectations by **occasionally** exhibiting this habit after being asked or reminded.

Narratives

Report Card Narratives (Habits and Attitudes toward Learning)

Comments regarding habits and attitudes toward learning should be positive and evidence based. Use of information from recorded observation or observational checklists are encouraged. Comments should remain positive and constructive. Please avoid ambiguous statements such as “needs to try harder” or “more effort is required”.

Report Card Narratives (Content):

This section of the report card narratives are not designed to communicate information about students habits and attitudes toward learning. Report card narratives are designed to report on student growth and progress.

The narratives must have the following:

- The name of the student
- Student Growth (*how much student improved*)
- Student Progress (*how much further student has to go to reach the performance criteria*)

Growth

Growth is the increase in learning that has occurred from the beginning of an instructional period to the current reporting event. Growth is measured in terms of the gains made by a student from a baseline assessment to the most recent assessment. Report card narratives focus on the improvement that has occurred rather than how far short of the assessment criteria or standard that student has fallen.

For example, if we are describing a child's height, we might say that Chris is now 135 centimetres and that he has grown five centimetres in the past year. When describing the growth in Chris' height, we are not concerned with a "standard" height that we expect him to reach.

In the classroom context, using developmental continua can facilitate a description of a student's growth. For example, in an ELL class, the teacher might have observed in October that Jose was able to use letter sounds to read unfamiliar words in texts. In December, the teacher noted that Jose was now able to recognize these words (increased vocabulary) and has increased in fluency. When communicating these observations to the parents, the teacher would be focusing on the growth that has occurred.

Progress

Progress is measured backwards from a desired end point, such as end-of-year outcomes. Just as we describe our progress on a journey in terms of how far we are from our destination (e.g., "We're 100 kilometres away from Vancouver now"), we

measure progress in relation to an agreed-upon or known standard.

When describing Chris' height, we would say he is 135 centimetres and needs to grow another five centimetres before he can ride in the car without a booster seat.

In a non-Native Spanish class, if one of the known end-of-year outcomes in a writing is that the student can choose language (word choices and sentence patterns) that has a definite impact on the reader, the teacher might report to the parents in March that their child is now able to choose language that has some impact on the reader. This kind of information helps the student and parents understand what needs to be done in order to reach the standard.

Report Card Narrative (Format)

Narratives must be written in professional English or Spanish (Spanish Native Language Classes) and be positive in nature. Full sentences must be used, and grammar and punctuation must be accurate.

Total length of the narrative should not exceed 1000 characters. Goals must be specific and provide guidance to students and families regarding student growth and progress.

Report Card narratives may include a brief summary of the class's learning focus / activities for the term; this is optional at the teacher's discretion. If a summary is included, it must be no longer than one sentence.

Comments must be reviewed by a peer editor before the final report card is reviewed by the divisional principal.

Grading Scale

The Middle and High School will use criterion-referenced assessments to determine the descriptor that best matches the student academic performance for the report period. Teachers will construct specific descriptors for individual assessments and after marking, determine what best represent student performance against these grade descriptors. **Therefore, the general descriptors below represent characteristics of performance used for final reporting only.**

ECA Grade Scale, grades 6-10

The following descriptors are from the IB MYP program.

Grade	Descriptor
7	<ul style="list-style-type: none"> ● Always produces work of an excellent quality by fully meeting specific subject criteria. ● A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. ● Consistent evidence of analysis, synthesis and evaluation where appropriate. ● The student consistently demonstrates originality and insight and always produces work of high quality.
6	<ul style="list-style-type: none"> ● Always produces work of high quality and meets subject specific criteria. ● A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. ● Consistent evidence of analysis, synthesis and evaluation where appropriate. ● The student generally demonstrates originality and insight.
5	<ul style="list-style-type: none"> ● Usually produces work of a high quality and meets most specific subject criteria. ● A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. ● The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	<ul style="list-style-type: none"> ● Usually produces work of a satisfactory quality and meets some of the specific subject criteria. ● A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations ● There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	<ul style="list-style-type: none"> ● Produces work of an inconsistent quality but there is some attempt at meeting specific subject criteria. ● Limited achievement against most of the objectives, or clear difficulties in some areas. ● The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
	<ul style="list-style-type: none"> ● Generally produces work of poor quality and does not meet specific

2	<p>subject criteria.</p> <ul style="list-style-type: none"> ● Very limited achievement against objectives. ● The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
1	None of the standards above have been reached

ECA Grade Scale, grades 11-12**

Grade	Descriptor
7	<p>Excellent--The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.</p>
6	<p>Very good--The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding</p>

5	<p>Good--The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.</p>
4	<p>Satisfactory--The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.</p>
3	<p>Mediocre--The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or</p>

2	Poor--The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
1	Very poor--The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

**Each academic discipline has elaborate descriptors that further define each level of performance relative to their courses. This information can be found on the ECA website (Learning→High School→Curriculum→Assessment).

Reporting Timeline 2019-2020

Semester 1	
August 12, 2019	Semester 1 Begins
October 14, 2019	ALL REPORTS ARE DUE BY 4:00 pm. In Skyward
October 18, 2019	Progress Reports published (Open to Parents)
October 24, 2019	Student - Parent- Teacher Conferences

December 13, 2019	Semester 1 Ends
January 6, 2020	ALL REPORTS ARE DUE BY TEACHERS in Skyward
January 10, 2020	Report cards open on Skyward

Semester 2

January 6, 2020	Semester 2 Begins
March 11, 2020	ALL REPORTS ARE DUE BY 11:59 pm. Gradebook frozen.
March 14, 2020	Progress Reports published
March 20, 2020	Student - Teacher - Parent Conferences
April 30, 2020	Senior Grades Due (Wednesday, 3:00 p.m.)
June 8, 2020	ALL SS REPORTS ARE Completed and in Skyward
June 12, 2020	Report cards open to Parents on Skyward

Reporting: Specific Issues

Bonus Marks/ Extra Credit

Bonus marks or extra credit is defined as providing individual students the opportunity to improve grades by engaging in additional assignments that are not aligned to the unit assessment criterion.

Teachers engaging in this practice will be reminded that this is against ECA's understanding of best practice in regards to assessment. Repeated use of this practice would indicate a lack of professional ability/willingness to adhere to a vital professional duty at ECA.

Homework

Homework should be considered practice (formative assessment) to support the instruction and learning occurring in the classroom. All homework should be based on the following criteria:

- The assignment is directly tied to and is an outgrowth of classroom instruction.
- The assignment is clear and well-defined.
- Homework is meaningful and has a purpose such as practice or review.
- The assignment is able to be completed by the student independently.

As per ECA school policy, homework is not assigned over holidays.

Group Work (Assessing)

The assessment of individual members contribution to a final group product is difficult. If the group work is assessed for grading, it does not seem fair/accurate if all the members are awarded the same grade without considering their individual input. If evidence is not gathered about the learning and contribution by individual students, individual performance is not known and cannot be assessed.

Careful consideration and planning must be undertaken before awarding performance grades to a group project.

Missing Evidence/Assessments

The alternative to the use of zeros is to simply leave a blank space in the grade book for missing or tainted evidence. When it is time to determine grades, decide whether there is enough evidence to make the necessary determination of a grade. If there is sufficient evidence, the grade should be determined on the basis of the available evidence. If there is insufficient evidence, then the grade should be recorded as an “I” for “Incomplete” or “Insufficient evidence.”

If it is determined that there is insufficient evidence in order to make a professional judgment regarding academic performance, then there is a withholding of course credit until sufficient assignments are complete. Both teachers and students work together to

develop an understanding that academic work must be completed and students cannot “just take a zero”.

Submission of Late Work

When assessing work, the teacher needs to distinguish between performance and habits and attitudes towards learning. Penalizing students for submission of late work can lead to false reporting of a student’s academic performance. It is not appropriate to use assessment feedback as a discipline tool or to “teach responsibility”.

However, assessments should be done in a controlled, authentic environment that is consistent for all students. Therefore, assessments that are given extensive time extensions can also lead to an inaccurate reporting of a student’s academic ability. If the aim of the assessment task is to gauge performance of a skill at a moment in time (usually as part of a formal exam or with work that is otherwise concluding before moving on to subsequent units of study), only what work is completed by the due date may be considered for purposes of assessment feedback.

The critical question to ask when determining how to deal with late work is if the deadline is an organizational or assessment consideration

Use of Mark Bands or Fractions

When assessing work, the teacher or group should look to find the holistic best fit rather than create fractions between the mark bands. For example, three out of four criterion was best described by mark band 5 and one of the four as best described in mark band 3. The overall mark should be a 5 not a fraction or percentage grade.

Grade Point Average (GPA)

In the high school only, a grade point average will be calculated for the purposes of university reporting and honor rolls. GPAs will be calculated with final semester marks only and are cumulative. GPAs are calculated using the following table:

Grade	GPA equivalent
7	4.33

6	4.00
5	3.00
4	2.00
3	1.00
2	0.67
1	0.33

** For year 11 and 12 students, an additional weight of 1.00 will be added to up to three courses **maximum** when taken as IB Higher Level subjects.